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ABSTRACT

A project was designed to provide high school students in Nevada with the opportunity to research and devise a self profile to guide future vocational and/or educational plans. Seven of 10 counselors and schools that volunteered completed the project. Counselors attended a training workshop where they "walked through" the process using the career process handbooks for counselors and students. Their students then used the handbook and Student Profile to summarize their aptitudes and attitudes as related to correlated occupations. It was concluded that students and their families could become self-directed with minimum counselor contact. The cognitive student-family-school approach recommended was found to be defensible. Positive evaluation results were received from counselors who participated in the workshop, counselor interviews, parent surveys, administrator/counselor interviews, three non-high school sites, and student taxonomy of learning. (Other materials provided are an example student profile, three evaluator summaries, and creative extensions by counselors. The products developed are available separately--see note.) (YLB)

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VOLUME I AND II

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EXECUTIVE SUMMARY

The Career Development Project was designed to meet a general objective of the Nevada State Department of Education headed by its Superintendent, Mr. Ted Sanders.

That general objective was that every high school student in Nevada be provided the opportunity to research and devise a self profile that would guide future vocational and/or educational plans.

A brief description of the activities, the processes and the products emanated from the project with the following results:

A. PROJECT OBJECTIVES WERE:

1. To provide a career profile for selected Senior High Students in Nevada high schools.
2. To train a Pilot Cadre of counselors to expedite career program processing by senior students in Nevada.
3. Whereby senior students in high schools of Nevada shall become independent in their guidance of career development with their families.
4. The Pilot shall serve as a model for other Nevada high schools.

B. PROJECT PROCEDURES TO ATTAIN THE OBJECTIVES:

1. The selection of sites with high school students which represented the unique characteristics of Nevada Education, including one counseling center at a university.
2. To devise student/counselor handbooks during training the creation of the products did represent a process by which students devised their decision making for career development.
3. The "walk-thru" of counselors in a workshop shall be the same prccess that students will experience.
4. The monitoring of the program in the Fall of 1981 as counselors implemented their training with students and their families.
5. The eventual plan to disseminate the findings to all Nevada High Schools.

C. RESULTS

a. PROCESSES DEVELOPED WERE TO HELP:

1. Students learn a processing system whereby they become knowledgeable about abilities and interests as related to projected "job markets".

2. Students, by assessing selves, to communicate more accurately with self and family about job futures; kinds of probable occupations; need for further education; and where, if needed.

3. Counselors reduce the floundering of students as to their future vocational significance upon leaving high school.

b. PRODUCT(S) PRODUCED WERE:

1. A Handbook for counselor to guide students in career development.

2. A Handbook for students to guide the self-decision making process about career.

3. A Profile which can be used by students as to their aptitudes, vocational interests, job temperaments and future career resources. The profile represents a summary of one's vocational significance (aptitudes, interests) as related to correlated occupations.

PERSONNEL AND PARTICIPANTS

A. Counselors

The following sites and counselors were involved in the project:

Ten counselors volunteered from the following areas:

a. Chapparel High School (ROTC) - William Shields
b. Tonopah High - Nye County - Robert Pavlicek
c. UNLV Student Services - Ron Cantagallo
d. Southern Nevada Drug Abuse Counselor - Richard Meyers
Unit - Charles Shaub
*e. Jim Bridger Junior High - Maurine Nielsen
#f. Lander County Superintendent Schools Office - Truett McCullah
g. Pahranagat Valley High School - Lincoln County - Ed Hansen
h. Washoe High School - Janet Wright
- Debby Loesch-Griffin (Foster Youth Services)

Of the above counselors seven (N=7) completed the project. All ten had participated in the training workshop of August 17-21, 1981.

B. Evaluators

a. Dr. Robert Whittimore for Washoe and Tonopah High Schools. Dr. Whittimore is trained in guidance. Also, he was knowledgeable with both settings.

b. Dr. James Embree for Chapparel and Pahranagat High Schools. Dr. Embree has extensive background in both urban and rural schools, including being knowledgeable with vocational guidance.

c. Dr. Eric Martin for Jim Bridger Junior High, Southern Nevada Drug Abuse Council and UNLV Counseling Center. Dr. Martin has a strong background in vocational guidance and in the function of human service agencies.

C. Project Director, Dr. Verdun Trione, Professor of Counselor Education at UNLV

Dr. Trione teaches vocational assessment and vocational counseling at UNLV. He has conducted prior projects of a similar nature. He was the Workshop Trainer.

D. Three Graduate Students in counseling at UNLV devised the prototypes for the Counselor and Student Handbooks used in the project under the direction of the Project Director.

E. Institutional Participants were:

- Nevada State Department of Education
- UNLV, Department of Vocational Education Research
- UNLV, Department of Counseling and Foundations
- Others are the enumerated schools.

PROCEDURES AND METHODOLOGY

Figure I is a flowchart of the Career Development Project. It represents a series of events which any county, or consortium of counties, could follow if they wished to replicate the project.

The following events took place for this project.

Event

1. A proposal was discussed with the State Department of Education, Nevada and UNLV was invited to submit one via the Vocational Education Research Office, College of Education.

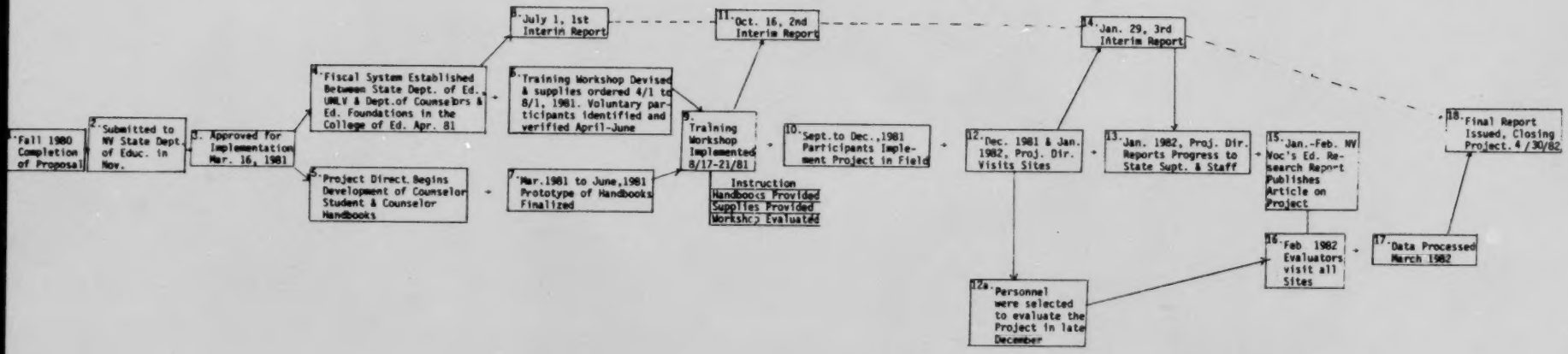
2. In November, 1980 the proposal was submitted.

3. The proposal was approved on March 26, 1981 by the Nevada State Department of Education.

4. The Project Director arranged through the Controller's Office a fiscal system at UNLV to expedite funding transactions for the project.

5. Concurrently, three graduate students from UNLV, under the direction of the Project Director, formulated the prototype of the Counselor and Student Manuals.

FIGURE I: CAREER PROJECT: FLOW CHART


1. Fall 1980 Completion of Proposal
2. Submitted to NV State Dept. of Educ. in Nov.
3. Approved for Implementation Mar. 16, 1981
4. Fiscal System Established Between State Dept. of Ed., UNLV & Dept. of Counselors & Ed. Foundations in the College of Ed. Apr. 81
5. Project Direct. Begins Development of Counselor Student & Counselor Handbooks
6. July 1, 1st Interim Report
7. Mar. 1981 to June, 1981 Prototype of Handbooks Finalized
8. Training Workshop Devised & supplies ordered 4/1 to 8/1, 1981. Voluntary participants identified and verified April-June
9. Training Workshop Implemented 8/17-21/81
Instruction
Handbooks Provided
Supplies Provided
Workshop Evaluated
10. Sept. to Dec., 1981 Participants Implement Project in Field
11. Oct. 16, 2nd Interim Report
12. Dec. 1981 & Jan. 1982, Proj. Dir. Visits Sites
12a. Personnel were selected to evaluate the Project in late December
13. Jan. 1982, Proj. Dir. Reports Progress to State Supt. & Staff
14. Jan. 29, 3rd Interim Report
15. Jan.-Feb. NV Voc's Ed. Research Report Publishes Article on Project
16. Feb 1982 Evaluators visit all Sites
17. Data Processed March 1982
18. Final Report Issued, Closing Project. 4/30/82

6. Supplies were ordered for the Counselor Training Workshop, including voluntary selection of counselors for the workshop.

   Effort was sought to select counselors in schools representative of differing locations in Nevada. By the end of June 1981, several changes had to be made as compromises to fit the schedules of interested participants.

   a. The workshop had to be reduced to 5 days (37 hours of training).

   b. Several schools withdrew because of other commitments or lack of interested counselors.

   c. The Project Director then sought volunteers from other settings, i.e., Agency, University, and a Junior High School.

   d. Note that travel and per diem costs and supplies were provided the participants.

7. By the middle of June, 1981 the Counselor and Student Handbook were completed and duplicated for the workshop.

8. July 1, supplies were received and set up for the workshop. The first interim report of the progress of the report to the Department of Vocational Education and Research and the State Department of Education.

9. The training workshop was implemented from August 17 to August 21, 1981 with ten (10) counselors. The Project Director was the instructor.

   a. Table I is an outline of the activities of the workshop.

   b. Table I is a summary of the participants evaluation of the workshop. Items selected for the evaluation were suggested from publications of evaluations done by the Center for Research and Vocational Education at Ohio State University.

10. Implementation on sites was monitored by the Project Director. Per agreement and request by the Counselor participants, the Project Director was asked to delay visitations until December 1981, and January 1982.

    Monitoring took place by informal telephone calls from September 15 to December 1, 1981.

11. On October 16, the second interim report was issued by the Project Director revealing outcomes of the training workshop and early monitoring.

12. The Project Director personally visited all participating sites in late December and early January.

    - Washoe High School
    - Tonopah High School
    - Pahranagat High School
    - Chapparel High School ROTC Unit
    - Jim Bridger Jr. High School
    - Southern Nevada Drug Abuse Council (Counseling Unit)
    - UNLV Student Counseling.

12a. Personnel selected as evaluators.

13. In mid-January, the Project Director met with Mr. Ted Sanders, State Superintendent of Instruction and some members of his staff. The progress of the project was reported. Samples of the Counselor/Student Handbooks and a completed "student profile" was submitted.

14. On January 29, the third interim report was submitted.

15. The Department of Vocational Education and Research submitted a report on the Career Development Project in the January-February, 1982 Nevada Vocational Education Research Report.

16. February, 1982: Evaluators visited designated sites. They are listed under the section "Personnel and Participants" in this report. Note here that participants used evaluation forms derived from models suggested by the Center for Vocational Education and Research at Ohio State University.

17. Data returned by the evaluators was collated by the Project Director and a graduate student.

18. As of April 30, 1982 the final report was completed.

THE COUNSELOR WORKSHOP

(Training Program)

The workshop outline (see Table II) illustrates what was implemented for the training of counselors. Initial orientation and discussion of project objectives were made clear. Then the participants were "walked through" the process they would present to the students.

Considerable discussion of counselor roles was maintained during this portion of the process.

The Counselor Handbook, the Student Handbook and Student Profile were used, including the "Job Grabber" authored by the Project Director.

Other materials were aptitude, vocational interest and job temperament inventories. Use of the "Job Grabber", the D.O.T. and the Occupational Outlook Quarterly were demonstrated. The final result was the completion of the Student Profile enumerating probable occupations the person could be suited for---with and/or without further training. In particular, the Occupational Outlook Quarterly was emphasized. This document, published by the U.S. Bureau of Labor, fortells needs in the job market. For illustration, attorney's and university professors now saturate the job market and are expected to do so for the next decade. The real need now is for engineers and technicians in the electronic industry. As one writer put it, professors could transfer their skills to marketing research where there will be a great need for the next 5 to 10 years. This latter point suggests how residual skills may be transferred to other occupations.

This is one way a counselor can introduce the concept of job mobility that often occurs during the working life of a person. This must be communicated to students and their families.

TABLE II

WORKSHOP OUTLINE

DAY/TIME	TOPICS	TOOLS
Monday	Career Development: A Theoretical Rationale	
8:00 - 9:00	Objectives: Program and Behavioral	
9:00 - 10:00	Research/Careers Lecture	
10:00	Break	
10:15 - 11:00	Client Needs and Community Makeup Survey	
11:00 - 12:00	Implementation Areas - Student - Family - Community Resources - School Staff	
1:30 - 3:00	Student/Counselor Manuals (Their Use)	
3:00	Break	
3:15 - 4:00	Personalizing and Implementing the Walk-Thru With the Manuals	Test Data Identified - Interests - Temperament - Aptitudes

DAY/TIME	TOPICS	TOOLS
Tuesday		
8:00 - 10:00	Coordinating the test.	Counselor/Student Handbook use.
10:00	Break	
10:15 - 12:00	Participant feedback and discussion.	Counselor/Student Handbook use.
1:30 - 3:30	Lecture and Discussion of Basic Instrumentation - Test Rationale and Theory - Application to Student Profile.	
3:00	Break	
3:15 - 5:00	Complete testing sequence.	Manuals for Counselors/ Students.

DAY/TIME	TOPICS	TOOLS
Wednesday		
8:00 - 10:00	Processing and Profiling.	Manuals Applied - D.O.T. - "Job Grabber" - Occupational Outlook Quarterly - Student Profile Forms
10:00	Break	
10:15 - 12:00	Guidance: Student Profile.	
1:30 - 3:00	Confering with Parents	Students use of Profile as a Communication Base
3:00	Break	
3:15 - 5:00	Follow Through: - Counselor's an individual consultant to family and student. - Meeting with parents as a group. - Meet with parents and students as a general group.	- Use of Student Profile: Its interpretation and application - Profile relationship to D.O.T. and other Guidance Materials, i.e., Chronicle or SRA Series.

DAY/TIME	TOPICS	TOOLS
Thursday		
8:00 - 10:00	Counsel sharing with Staff results of student processing.	Department presentations by Counselor and selected students techniques.
10:00	Break	
10:15 - 12:00	Sharing with Administration and Board the outcomes of the local project.	

1:30 - 4:00	Logistical Support and Approach
	- Proposal Outlines to Administration
	- Budget Projects
	  - Supplies
	  - Equipment
		AVICTORY Criteria

Friday		
8:00 - 10:30	Feedback Among Participants	- Sharing of own findings on Student Profiles, including selection of potential occupation.
10:30 - 11:00	Break	
11:00 - 12:00	Evaluation of Workshop.	
1:00 - 4:00	Discussion of Workshop Elements and Participant Inputs. Recommendations: 1. Pace the project slowly. 2. Allow for local modifications and creativity. 3. Project should be 3 years.	

ACHIEVEMENT OF OBJECTIVES, RESULTS AND OUTCOMES OF PROJECT

The following narrative demonstrates how each objective, separately presented, represented necessary procedures to assure the outcomes originally planned for.

While some procedural constraints occurred, the original objectives were not deviated from. Not having enough schools, the Project Director prevailed upon one social agency (SNDAC) which served a large population of high school youth, including those that were "dropouts".

Also included was the UNLV Student Counseling Center which serviced a large number of incoming freshman from high schools in Nevada.

Suffice to say, objectives were successfully met at all levels, including the alternative participants. In so doing the Career Development Project demonstrated its flexibility to operate at levels other than high schools.

Each objective is isolated in the following, demonstrating specific procedures and outcomes that were achieved.

PROJECT OBJECTIVE 1

+Objective	Procedures	Outcomes
To Provide a Career Program Profile for Selected High School Students in Nevada	a. Proposal devised and approved by State Dept. of Education.	a. Proposal approved and funds made available Mar. 26, 1981. Extensions to Mar. 1982 requested and approved to allow student processing of plan.
	b. Selection of voluntary sites finalized. -Chapparal High School -Tonopah High School -Washoe High School @ Lander County * Bridger Jr. High -Pahranaget High School * UNLV Counseling Center * SNDAC	b. Addition of UNLV, one Jr. High and Human Services Agency gave an added dimension to the project during the period of training provided counselors. It extended the groups thinking, including a respect for settings other than high schools where career Ed. is also necessary.
	c. Designed prototype of coordinated Career Process Handbooks for Counselors and Students.	c. Handbook prototypes served well in the training workshop. It provided the counselors the same experience the students would have.
	d. Field tested the Student Profile process.	d. Process finalized.

* Note these schools and faculty were added in late summer due to counselors not being available from high schools originally selected.

@ Lander County counselor dropped out of Project due to ill health.

PROJECT OBJECTIVE 2

Objective	Procedures	Outcomes
To train a Pilot Cadre of counselors to expedite Career Program Processing by Sr. High School Students in Nevada	a. Counselors "walked thru" process with handbooks August 17-21, 1981.	a. Counselors made suggested changes bu preferred to "field test" the handbooks during the year.
	b. Planning with counselors to expedite the project in the ensuing period of Sept., 1981 thru Feb. 1982.	b. Counselors increased awareness of the Career Development process caused them make the recommendation that the projec should be a 3-year program to assure implementation in Nevada schools.
		c. Counselors did expedite the Career Program with students from Sept. 1981 to Feb. 1982.

PROJECT OBJECTIVE 3

Objective	Procedures	Outcomes
Whereby Sr. Students in High Schools of Nevada shall become independent in their guidance of career development with their families.	a. Students did use Handbooks with families.	a. Students become knowledgeable about the career process with reference to their own abilities, vocational interests job temperament and their relationship t projected job market
	b. Devise and implement the decision making process for career development, i.e., use of Student Profile.	b. Students and familie communicated more accurately with families, self and faculty relative to occupations and futu training.
		c. It reduced student floundering. See Evaluation results.
		d. See case study model of student profile.

PROJECT OBJECTIVE 4

Objective	Procedures	Outcomes
This Pilot Project shall serve as a model for other Nevada High Schools. (See Handbooks for Counselor and Students, also flow chart of Project.)	a. The project was monitored by the Project Director to its fulfillment. (See Project Interim Reports #1, #2, #3 dated July 1, 1981; Oct. 16, 1981; and Jan. 29, 1982 respectively).	a. Recommend dissemination of Handbooks with profile and procedures for counselors and students in High Schools of Nevada.
	b. Further, the evaluation of the project was done by three professionals knowledgeable in guidance, and with the Nevada Schools.	b. Recommend present Cadre of counselors present outcomes of this project at Vocational Counselors Meeting in Carson City, Summer 1982.
		c. Note sample profile of student.
		d. The evaluation did illustrate successful fulfillment of the project.

PRODUCTS RESULTING FROM THE PROJECT

(SEE VOLUME II)

Three products were devised in the project plus a prior publication published by the Project Director. They are:

a. Counselor Handbook which is correlated with the Student Handbook, plus directions as to how to guide the student in his Career Development Processing.

b. The Student Handbook which is consumable by the student. It "walks" the student through the Career Development process by showing him how to:

- Assess his interests objectively
- Assess his aptitudes objectively
- Assess his vocational temperaments objectively
- Use resource materials such as the Dictionary of Occupational Titles; the Occupational Outlook Quarterly and other "job" and career materials
- Create his own individual vocational-educational profile
- Communicate his findings with his family, his peers and his counselor.

c. The Student Profile, of which there is a copy in Counselor and Student Handbooks, may be duplicated. It was found that "Profiles" were revised with the addition of new information Thus several copies should be provided each student.

A profile may be defined as an outline, contour, or a short biographical sketch representing the most striking characteristics of a person.

In this instance, the student profile refers to a short biographical sketch representing the Career Development Characteristics of each student in this project.

d. An ancillary product, devised by the Project Director was provided to the Project. It's the "Job Grabber" with several hundred representative jobs and also found in the D.O.T. The purpose of the "Job Grabber" is to enter into the D.O.T. (Ed. IV) with ease. It saves "fumbling" through pages of the D.O.T.

After a student has isolated several jobs, he first enters the Job Grabber which offers Job Code Numbers. These numbers then can be found in the D.O.T. for other related jobs. Hence, a "job family" is created by the student offering a variety of occupational alternatives to study and explore.

PRODUCTS RESULTING FROM THE PROJECT

1. Student Manual

This has been "field tested". No recommendations of a major nature came from the evaluation. This is available and consumable for student use. It takes the student through the steps of investigating:

a. One's vocational interests.

b. One's vocational temperaments.

c. One's vocational aptitudes.

d. Differing occupational "families" which are correlated with the findings from a, b, c.

e. Producing a "Profile" for the student representing strengths and/or weaknesses with reference to potential job requirements.

f. The profile is then shared with the student's parents providing a base for dialogue which the family shares.

2. Counselor Manual

This manual is correlated with the student manual. It also includes the procedures the counselor follows to encourage the student along in his self investigation and career development procedures. Further, the manual lists out several kinds of testing instruments the student may use.

3. Student Profile

The profile is not just a percentile outline which is commonly used. Rather the project developed the Student Profile as a summarized biographical sketch representing the Career Development characteristics of the student. The Career Development characteristics criteria was derived from the Bureau of Labor publication known as the "Dictionary of Occupational Titles", 4th Ed, 1978.

The DOT provides levels of worker development in aptitudes, vocational interests and temperaments. These characteristics are then matched with job profiles via the "Job Grabber" designed by the Project Director. The D.O.T., 4th Ed, 1978, is then "entered" via job codes, from the "Job Grabber". In the process more probable occupations are selected for consideration by the student.

CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

1. It can be concluded that the present system has demonstrated flexibility, student cognitive and affective growth, parent interest and support. Further, it appears to not interfere with the regular "basics" of the school program.

2. The project demonstrates that students and their families can become self-directed with a minimum of counselor contact. It places the counselor in a strong position to initiate student action, monitor it and remain as a resource consultant with students and their families.

3. A group of interested counselors can be quickly oriented to Career Development with a minimum of time (37 hours training).

4. From a learning point of view, the present system does coordinate self control techniques of stimulus control self-observation, self-reinforcement, self confrontation and alternate career response training. Self control behaviors, when applied:

   -do identify and alter student career perceptions
   -identifyand alter beliefs and attributes
   -commit one to a course of investigative action
   -do promote, explore, change and foster career development.

5. Rationale for the educational justification for this project may be summarized as follows:

   There's abundant data to demonstrate how youth fantasies about careers (Morgan & Skovholt, 1977). However, the counselor is a critical agent with the ability to interject the client with reality, present and future. Krumboltz, 1979, demonstrated how cognitive organization, or systems of task approach skills, performance standards and affective responses, monitored by a counselor, changes fantasy bound conceptions of careers to reality based career potentials.

   Kazdin (1978) found that unless evidence on careers is factual, students are prone to overgeneralize, make arbitrary inferences, and extend career events as absolutes rather than processes. Ergo, the result is a dysfunctional career schema. Therefore, training students and their families in generic problem solving

strategies is a valid and effective approach (O'Zurilla & Goldfried, 1971). Career concerns involve solving problems.

The present project presents a system of career development that reinforces operants of self control (Thoreson & Ewart, 1976). Thoreson and Ewart defined self control behaviors as "learnable cognitive processes that a person uses to develop controlling actions which, in turn, function to alter factors influencing behavior".

6. Last but not the least, the project is cost effective. It's estimated that materials, some reusable, such as tests, handbooks may be dittoed; plus the outlay for references, D.O.T., etc., can come to $3-$5 per student. This is a small price considering the impact it has on student and family.

7. The products (Handbooks and Student Profile) were field tested under a variety of settings. Also such products allow for counselor discretion to modify materials to meet local population needs without destroying the basic thrust for career development.

8. The cognitive student-family school approach recommended by this project, therefore, is defensible. Further testing of this approach (3 years) to justify its existence as a permanent process in Nevada schools is recommended.

B. RECOMMENDATIONS

1. Continuation of the Career Development Project for another two years.

   a. The presentation of the first year's findings at the Vocational Counselor's Meeting, Summer, 1982. The counselors from the project can become a resource cadre to other interested schools in Nevada.

   b. The second year should direct a proposal for the development of a Career Laboratory or Career Center in key schools initially.

2. The Career Laboratory Concept.

   a. Rationale for the Career Laboratory.

      Since few young people understand the educational or training steps towards occupations, accurate information is a must, Career Development is a life-long process.

      Failure to be informed has revealed data that a 12th grade student uses 8 years of his life "job-hopping". This is evident from the lack of orientation regarding the formal and informal rules and realities of the world of work.

      The need for career information is important because of sweeping economic and technological changes. A career center, or laboratory, while not a cure all, does begin to alleviate some of the problems associated with a lack of career information. It's a room set aside (or a portable building sponsored by a PTA, a Parent Club or a Service Club) with organized materials on careers. It can include local or regional resources for further career exploration and job awareness.

      The laboratory can provide tools for personal assesment. Most students can be taught quickly to self-administer instruments to better understand oneself, one's attitude, work values, work interests and aptitudes.

      The development of a vocational-educational profile leads to further exploration, decision making, resume' writing and Interview preparation. Laboratory users can share findings and concerns with each other, including parents, in a non-threatening environment.

3. Guidance Committees.

   The development of Guidance Committees at local high schools. The composition should include a representative from local business, local government, PTA, school board or administration. It's recommended the counselors chair that advisory group to plan a career program and assist in its implementation.

4. Continuous with the 2nd year is a continuation of the 1st year's program for interested schools:

   1. Training workshops.

   2. Refinement or modification of manuals for counselors and students.

   3. A monitor on a part-time basis, either from the Nevada State Department of Education or a University, could fill that role.

   4. The beginning of a follow-up system could be instituted by a monitor on the 1st year graduates.

   The second year should also include students at both the junior and senior high school level. Note this should be voluntary in the beginning. Experience has shown the impact of the "ripple effect" on other students and families. In particular will the existence of a career laboratory motivate students. Parents whose children are either in the program, or evening, if feasible, could man the career laboratory as volunteers. In fact, if a service club, or several in a consortium, could establish a portable, if there is no school space, and the school's commitment of $500.00 for materials could get a brisk career program in motion. The $500.00 figure is applied to a school the size of Tonopah High School. Price will vary as to size of student body.

5. The third year could introduce sophomore students into the program. By this time sufficient expertise will have been developed among faculty, among students and parents and the community.

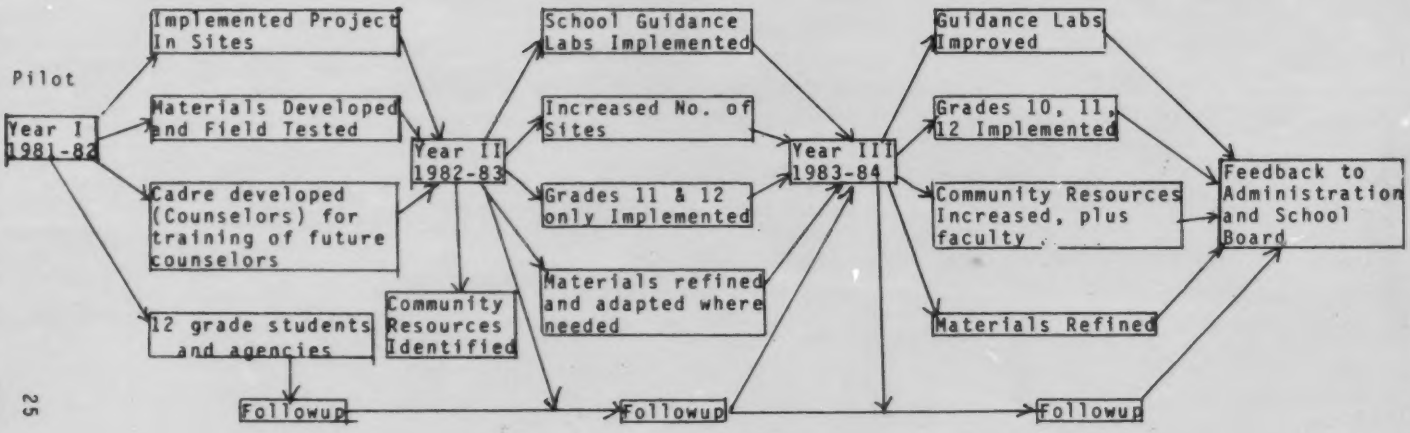
   Further, the continued existence of followings of students shall be maintained to provide feedback on how well the career program is serving its constituents. They will have an effect on the school board, faculty and community.

   Last but not the least is the interface of the career program with the vocational education program in schools.

FIG. 2 THREE YEAR MODEL

TO IMPLEMENT

CAREER PROJECT PROCESS



6. Consideration of a computer terminal or mini computer in high schools to retrieve vocational career information. Information would be current and readily accessible. It's possible such a unit could be the result of a voluntary community effort to its school children. It could be housed in the career laboratory.

7. Rationale for a Three Year Study.

   The longitudinal premise for a three year study is evident. Questions about which occupations are available geographically will reflect student occupational mobility. Further, we have more sophistication in the intervention of traditional self-selected occupations by students. In response to crowded, popular courses such as cosmetology and auto mechanics, often with poor placement records, there is interest in performing better "matchups" between occupations with openings and the interests, skills, and temperament of young workers.

   The above matters of occupational choices, geographical economic needs and mobility may be countered with the following questions.

   a. What are historical (traditional) differences in patterns for entry into some occupations such as farming/ranching as compared to retailing, services, or manufacturing?

   b. What are the entry needs or "market" for occupations in the general occupational areas?

   c. What are the occupational ladders or lattices which appear to be patterns for youth who enter and advance into the world of work, i.e., bureau of labor projections?

   d. What are occupational ladders for females and/or minorities?

   e. What are the disadvantages and/or costs for youth who must become mobile?

8. A longitudinal study can be generated by the three year project.

   a. A study of the distribution of vocational educational funds for services, occupations, target populations, enrollments to determine human resource needs.

   b. The provision of a set of standards for vocational guidance and assessment of youth.

c. The improvision of a comprehensive counseling guide indicating patterns of aptitude and ability which may be predictive of success and satisfactory in various careers.

d. Identify the educational and life experiences which better prepare students for their life work.

e. An information system to provide data based student follow-up could possess the following components:

(1) The academic record; et.al.

(2) The vocational profile, i.e., intent, aptitudes, interests and temperaments.

(3) Graduate and dropout and transfer characteristics.

(4) Follow-up:

(a) 1st year graduates
(b) 2nd year graduates
(c) 3rd year graduates
(d) dropout
(e) the transfer student

(5) College follow-up.

(6) Occupational/technical school follow-up.

(7) Employer follow-up.

(8) Adult and Continuing Education.

-Preparatory?
-Supplemental?
-Other?

9. The above could provide to the State of Nevada -

a. Pertinent detailed information about student bodies of Nevada schools

b. Information on the mobility of Nevada students and whether their education fitted them for such mobility.

c. Information on factors with certain vocational education and vocational guidance needs including those related to limited english speaking, disadvantaged and handicapped.

d. The impact of college programs, vocational/technical schools on the lives of students.

e. Last but not least, a feedback to the Nevada constituency and its legislature. Such will have realistic implications for future budgets and services for education.

EVALUATION RESULTS

The evaluation of the project was positive. The criteria for the final summative phase was kept nontechnical for consumption and reporting of results. The criteria employed was a methodological set of standards.

Changes were made from the original evaluation plan noted in the proposal. This became evident through recommendations from the Center for Vocational Education and Research of Ohio State University, the Nevada State Superintendent of Schools and participating counselors.

In fact the evaluation forms used on the project were those recommended by the Center at Ohio State University.

The general intent of keeping the evaluation Formative and Summative was maintained as stated in the proposal. Note that forms were created to assess the Project Objectives.

Evaluation was formative in terms of the primary objectives stipulated in this report, i.e., congruence between objectives and participant behaviors.

Summative evaluation was to determine the impact or outcomes of the project.

The evaluation model is a modification of Stufflebeam's "Context-Input-Process-Product Model". It has four aspects:

1. Intended Ends (Goals or objectives which are determined through a series of planning decisions). Context Evaluation is the procedure for continuous assessment of needs, problems and resources. Example: Workshop and Counselor input.

2. Intended Means: A process which is determined through structure of the project process. Input is the procedure which assesses probable alternatives to keep it moving. Site visitations would be one stimulus. Example: The original objectives plus changes in personnel and site prior to training .

3. Actual Means, the following of a plan or schedule outlined by the intended means. A process evaluation is maintained to monitor and "de-bug" the project in order to keep it in conformity with the original objectives. Example: The Project Directors monitoring and visits.

4. Actual Ends, is a form of product evaluation (students, materials, school, parents, counselor) which includes the context evaluation plus comparing actual or intended ends, including unintended effects. Example: Independent evaluation of outcomes.

This model has a built-in process for delineating, obtaining, and applying descriptive and judgmental information for future decisions. Therefore, complex statistical data was avoided.

The Evaluation took place in the 11th procedural month, from March 1981 to February 1982 of the project. Three evaluators were used. (See section on Personnel and Participants.)

The Steps were:

1. Counselor interviews.

2. Parent interviews.

3. Administrative-Counselor interviews.

4. Review of Student Career Development Efforts (Taxonomy of Learning).

5. Independent observation scale by each rater with each of their assigned sites.

Some of the Evaluation results are presented intact. They are:

1. Counselor Interviews.

2. Evaluator observations of each Site visited.

Other aspects of the evaluation are summary statements:

1. Parent Interviews.

2. A composite of Counselor and Administrative interviews.

3. A composite of interviews with students and the process of learning they went through. Bloom's T xonomy of Learning was used as a Criterion by the evaluators to judge cognitive and affective growth.

4. The Counselor Workshop - an analysis.

Evaluation of Counselor Workshop

Inspection or "eyeballing" the results summarized on Table I indicate an overall positive impact. However, the major concern seemed to be of counselor implementation. Items 6, 8 and 10 deal with the areas of implementation. Informal conversations, after the written evaluation, revealed the following:

a. Special agenices such as SNDAC did not consider implementation a problem.

b. Those representatives from district or county levels considered implementation a problem due to:

- priority tasks they were already assigned to.
- "selling" the concept and procedures to local high schools, i.e., principals.
- the realization they would have to train local high school counselors first of all.
- the limited accessibility to students and/or parents since they (the consultants) were not always on site.

Actually, the workshop members were moving on to the next pragmatic phase. The group was expressing a legitimate concern. One does not impose a "system without adequate preparation with the already existing system.

One recommendation was to implement without fanfare. This meant the selection of a few highly interested students and parents. This is the "ripple effect" which the Project Director has found successful. It eventually draws community support.

One workshop member clearly enunciated his concern. "This ia an excellent system and set of materials. Kids and their folks are no problem. How do I get faculty to see this as an integral part of education? How do I convince the administrator to allocate time and enough funds that ensure the merging of vocational guidance with "curriculum"?

Another participant observed that counselors either have no skills (or interest) in the area of vocational guidance. Counselors seemed to be more concerned with clinical forms of counseling in her opinion.

To these latter constraints, the Project Director offered the concept of a local "Guidance Committee". This is a concept which the Project Director has successfully implemented in the past. Its purpose is purely advisory. However, it is an extension of the leadership of the vocational counselor, or consultant. Representation on the Guidance Committee is usually:

a. A counselor.

b. Interested faculty members - at least two from the local high school.

c. Two parents of students enrolled in the school.

d. One student representative, at least.

Obviously, different combinations can be contrived. This will be due to availability and interests of the potential members. The committee should meet at least once per month. Reporting to administration and school board, and parent groups are the immediate "interface" functions.

Other local representatives can be included depending on the size and composition of the community. Local business leaders and/or local employment agency services are one example.

TABLE I

WORKSHOP: AUGUST 17-24, 1981

	Excellent	Adequate	Interesting	Dull But OK	Po
1. The objectives of this workshop were	10				
2. The organization of the workshop was	8	1	1		
3. The workshop materials were	9	1			
4. The workshop activities were	8	1	1		
5. The scope of coverage for the five days was	9	1			
6. The workshop provision into the world of work for students was	7	3			
7. Overall, I thought the workshop was	10				
8. The methods of application for activities can be applied to my schedule as being	6	4			
9. The opportunities to implement this career concept in my school is	9	1			
10. The opportunity to implement this career concept with parents is	7	3			

N = 10 Participants

QUALITATIVE REMARKS

The workshop sparked interest and enthusiasm. Also what became increasingly apparent to participants was "the need for more time" to study methods and materials. The other concept was the enormity of the process of vocational decision on making; its relationship to local curriculum; to the mobility of students leaving a community adequately prepared; the need for parental involvement. One participant voiced the comment, "Hell, if this thing's to work, it will take at least three years to get it on. A vocation is one of the most important decisions a youth, or an adult, will ever have to make".

There was no argument as to the workshop objectives, the methodology or materials offered. The evident awareness of the workshop members was a healthy one, i.e., how will I get this incorporated locally?

As final note, the group's evaluation of the student and counselor handbooks was positive. No modifications were recommended. Rather, the consensus was, "let's try if first".

Then consideration of modification would be entertained.

IMMEDIATE OUTCOMES OF WORKSHOP TRAINING EVALUATION - PARTICIPANT RECOMMENDATIONS

1. Re-define the role of the counselor towards being a member of the educational service team. Diminish but do not eliminate the need for dealing with troubled youth.

2. Intuitive estimates by the workshop members suggest a 350/1 ratio for students. A ratio of 3 vocationally oriented counselors to 1 clinical counselors to 1 clincal counselor is preferable.

2. Include local school faculty as part of the guidance process and counselors as part of the curriculum process. After all the major objective of the school is to educate and "prepare for adulthood".

3. Validation of workbooks and guides for counselors and students where parents are included. The decision making process is based on data (GPA, tests, etc.) rather than on "guesstimates" or "hopes".

4. Validation of tools that students may use to start determining their own vocational significance, i.e., use of D.O.T.; Job Grabber Handbook.

   These are tools and processes, offered in this workshop, that can be used for decades by the local high school graduate for his continued vocational significance.

5. A set of materials and methods and tools for counselor implementation at the home site of each participant.

6. Credential requirements for counselors have very little emphasis on the area of vocational guidance. One or two courses are presently required for the professional counselor. The participants suggested 18-24 credit hours of training in vocations.

7. The workshop participants, while sympathetic for troubled youth, were strongly in support of guidance systems that served the majority of students. The present counselor system in Nevada, as they saw it, is a limited service for the crucial problem of career development.

INTERVIEWS OF COUNSELORS

SUMMARY

These are intact interviews as recorded, all were included in detail because of differing sites. Findings reflect positive, convergent reactions to the project.

1. The training workshop was essential to the Project's implementation.

2. There was greater interaction among students/parents due to the project.

3. The smaller the secondary school, greater awareness of all participants involved.

4. The workshop did achieve program objectives even with non high school settings.

5. There are local constraints to career guidance, not objections. Counselors were of the opinion that it was their job to overcome this and enlist support.

6. For this project to be a three year process was necessary to establish it in schools.

7. There was no recommendation to modify the Counselor-Student Handbook or Profile. Counselor saw this as a consideration, if needed, during the third year.

COUNSELOR INTERVIEW

Name Pavlicek

Site Tonopah

Grade Level Responsibilities 1-12

Interviewer(s) Whittemore

Date February 17, 1982

1. What were your reasons for partaking in the careers program?

   More service to kids in decision making.

2. Do you have direct responsibilities for any of the plans that were outlined during the workshop? Yes

3. What have you done to implement plans outlined during the workshop?

   1. Testing; conferences. 2. Firo B. Job O

4. How have your planning activities varied from the original design?

   Major-minor finder is immediate feedback.

5. Prior to the workshop, what previous career guidance efforts were you involved in? Seminars, independent study correspondence.

6. To what extent are the priorities which were identified during the workshop being carried out? Hierarchy is still in existence.

7. Are these activities part of a systematic plan submitted for approval to the principal, superintendent, or school board? None planned at this time.

8. Was the plan developed during the workshop realistic? Yes, very much so for us.

9. Have there been any barriers to implementing the plan? If so what? Other assignments on my job.

10. Are these barriers that can be overcome? Not with current staff members.

11. What resources do you have available to assist with program implementation (human or material)? Background in educational journalism.

12. Has the attitude toward career guidance changed in your school/district since the workshop? Among the participants? Is the relationship between the school and community any different? If so, how has it changed? Not among faculty or staff, among participants - Yes.

13. What is the general attitude of your district and fellow staff toward career guidance? "It's my job".

14. What has been done to attach career guidance to the total guidance program? Career guidance is central to total guidance program (PL94-142). Responsibilities have decreased time available.

15. What did the workshop do for your local district? What one unique thing occurred as a result of this activity? Created enthusiasm, more student self-reliance towards career decision making.

COUNSELOR INTERVIEW

Name Bill Shields

Site Chaparral High School

Grade Level Responsibilities H.S.

Interviewer(s) J. E. Embree

Date February 24, 1982

1. What were your reasons for partaking in the careers program?
   Confidence and appreciation for values expressed by project director
2. Do you have direct responsibilities for any of the plans that were outlined during the workshop? Yes
3. What have you done to implement plans outlined during the workshop?
   Routine and continuing class discussions, testing and completion of exercises.
4. How have your planning activities varied from the original design?
   Extensions and expansion - no basic change of objectives.
5. Prior to the workshop, what previous career guidance efforts were you involved in?? Masters in Vocational Guidance - unstructured class work - Juvenile guidance.
6. To what extent are the priorities which were identified during the workshop being carried out? Priorities are being met.
7. Are these activities part of a systematic plan submitted for approval to the principal, superintendent, or school board? Submitted and approved by immediate supervisor.
8. Was the plan developed during the workshop realistic? Yes, goals and objectives were realistic.

9. Have there been any barriers to implementing the plan? If so, what None of consequence, some limit on human resources available.

10. Are these barriers that can be overcome? Fuller use of personnel for analysis and development.

11. What resources do you have available to assist with program implementation (human or material)? Reading consultants available for analysis, full material support from administration.

12. Has the attitude toward career guidance changed in your school/district since the workshop? Among the participants? Is the relationship between the school and community any different? If so, how has it changed? No major impact on the school as a whole. Participants verbalize and internalize career planning security.

13. What is the general attitude of your district and fellow staff toward career guidance? Apathy.

14. What has been done to attach career guidance to the total guidance program? Little impact was accomplished on the umbrella counseling system.

15. What did the workshop do for your local district? What one unique thing occurred as a result of this activity? Gave structure in a single classroom for guidance, i.e., ROTC program.

COUNSELOR INTERVIEW

Name Loesch

Site Washoe High

Grade Level Responsibilities Secondary Adult

Interviewer(s) Whittemore

Date February 23, 1982

1. What were your reasons for partaking in the careers program? Interes

2. Do you have direct responsibilities for any of the plans that were outlined during the workshop? Yes (Division into 2 groups)

3. What have you done to implement plans outlined during the workshop? New materials - coordinating into larger program. Evaluation and assessment.

4. How have your planning activities varied from the original design? Correlate with an already existing program changed instruments to fit local needs. More individual work.

5. Prior to the workshop, what previous career guidance efforts were yo involved in? Certification as counselor (CETA), involvement in schools, R-D in career work experience.

6. To what extent are the priorities which were identified during the workshop being carried out? Hierarchy is being followed. Three phases being followed gathering of objective data.

7. Are these activities part of a systematic plan submitted for approva to the principal, superintendent, or school board? Yes, to the Principal as part of larger program.

8. Was the plan developed during the workshop realistic? Had to be modified to local program. Too "high level" - had to be "adjusted" t students needs and levels.

9. Have there been any barriers to implementing the plan? If so, what? Structure of school - ability to collate "times" of students and parents. Some turnover rate.

10. Are these barriers that can be overcome? Barriers are inherent to system (district learning center).

11. What resources do you have available to assist with program implementation (human or material)? Basic structure oriented to world of work, Career education materials already available.

12. Has the attitude toward career guidance changed in your school/district since the workshop? Among the participants? Is the relationship between the school and community any different? If so, how has it changed? "Committee" recognizes "process" that students need to engage in. School has good relations with commumity.

13. What is the general attitude of your district and fellow staff toward career guidance? Fellow staff is ++ "District", may not know or care about program.

14. What has been done to attach career guidance to the total guidance program? Integral to total program.

15. What did the workshop do for your local district? What one unique thing occurred as a result of this activity? 1. Meet with parents. 2. Encouragement and impetus to pull "fragments" together so that kids would accomplish academic goals and develop a process towards life style centered around world of work.

COUNSELOR INTERVIEW

Name Edward L. Hansen

Site Pahranagat High School

Grade Level Responsibilities 7-12

Interview(s) J. E. Embree

Date February 22, 1982

1. What were your reasons for partaking in the careers program?

   Awareness of the void in student preparation.

2. Do you have direct responsibilities for any of the plans that were outlined during the workshop? Yes, the model was perceived by the counselor as personal.

3. What have you done to implement plans outlined during the workshop?

   Continuing counseling sessions over the entire year. Single and small group.

4. How have your planning activities varied from the original design?

   Less structured parental involvement.

5. Prior to the workshop, what previous career guidance efforts were you involved in? Vocational interest inventory and college campus visitations.

6. To what extent are the priorities which were identified during the workshop being carried out? Priorities were realistic and largely completed.

7. Are these activities part of a systematic plan submitted for approval to the principal, superintendent, or school board? Yes, Principal and local School Board Member included in planning discussions.

8. Was the plan developed during the workshop realistic?

   Yes, has been possible to follow.

9. Have there been any barriers to implementing the plan? If so, what? None, except budget for extending testing. Materials are now ordered.

10. Are these barriers that can be overcome? Yes, budget now approved.

11. What resources do you have available to assist with program implementation (human or material)? Military recruiters and college recruiters.

12. Has the attitude toward career guidance changed in your school/district since the workshop? Among the participants? Is the relationship between the school and community any different? If so, how has it changed? Students now weigh their values. Very little opportunity to evaluate community attitude.

13. What is the general attitude of your district and fellow staff toward career guidance? Total support and cooperation.

14. What has been done to attach career guidance to the total guidance program? Career guidance continues to be vital. Almost all students must leave their home town after graduation.

15. What did the workshop do for your local district? What one unique thing occurred as a result of this activity? Provided a needed structure for students to evaluate their desires and abilities.

COUNSELOR INTERVIEW

Name R. S. Meyers

Site SNDAC

Grade Level Responsibilities Dir.

Interviewer(s) Dr. Martin

Date March 17, 1982

1. What were your reasons for partaking in the careers program?

   To provide better services to our clients.

2. Do you have direct responsibilities for any of the plans that were outlined during the workshop? Yes.

3. What have you done to implement plans outlined during the workshop?

   Developed the program as a result of the trainings.

4. How have your planning activities varied from the original design?

   We tailored the program to meet our clients' needs.

5. Prior to the workshop, what previous career guidance efforts were you involved in? Nothing.

6. To what extent are the priorities which were identified during the workshop being carried out? Fully.

7. Are these activities part of a systematic plan submitted for approva to the principal, superintendent, or school board? N/A

8. Was the plan developed during the workshop realistic? Yes.

9. Have there been any barriers to implementing the plan? If so, what? Limited man power.

10. Are these barriers that can be overcome? Maybe.

11. What resources do you have available to assist with program implementation (human or material)? Human and technical and testing material.

12. Has the attitude toward career guidance changed in your school/district since the workshop? Among the participants? Is the relationship between the school and community any different? If so, how has it changed? Yes. Awareness of its need and its usefulness.

13. What is the general attitude of your district and the fellow staff toward career guidance. Excellent.

14. What has been done to attach career guidance to the total guidance program? Planning to use additional resources to further develop the program.

15. What did the workshop do for your local district? What one unique thing occurred as a result of this activity? Helped clients to identify where to go occupationally and find a way to get there.

COUNSELOR INTERVIEW

Name Ron J. Cantogallo

Site UNLV

Grade Level Responsibilities 13-16

Interviewers(s) Dr. Martin

Date March 12, 1982

1. What was your reasons for partaking in the careers program?

   My goal was to become a career counselor.

2. Do you have direct responsibilities for any of the plans that were outlined during the workshop? No

3. What have you done to implement plans outlined during the workshop?

   A great deal, I used much of the information and still do. It helps me greatly in dealing with students.

4. How have your planning activities varied from the original design?

   I pretty much adhered to the original design.

5. Prior to the workshop, what previous career guidance efforts were you involved in? None

6. To what extent are the priorities which were identified during the workshop being carried out? I select a few students each sesmester and work with them intensely.

7. Are these activities part of a systematic plan submitted for approval to the principal, superintendent, or school board? No, at this point I am on my own.

8. Was the plan developed during the workshop realistic? Yes.

9. Have there been any barriers to implementing the plan? If so, what? I don't feel there are any barriers.

10. Are these barriers that can be overcome? N/A.

11. What resources do you have available to assist with program implementation (human or material)? D.O.T. and O.O.H. as well as other resource books, a secretary, xerox machine, other resource information.

12. Has the attitude toward career guidance changed in your school/district since the workshop? Among the participants? Is the relationship between the school and community any different? If so, how has it changed? No

13. What is the general attitude of your district and fellow staff toward career guidance? My fellow staff have a minimal interest probably because they have not been trained in the area.

14. What has been done to attach career guidance to the total guidance program? Nothing at this time.

15. What did the workshop do for your local district? What one unique thing occurred as a result of this activity? N/A

COUNSELOR INTERVIEW

Name Maurine E. Nielsen

Site Jim Bridger Junior High

Grade Level Responsibilities 7th

Interviewer(s) Dr. Martin

Date March 17, 1982

1. What were your reasons for partaking in the careers program?

   I am extremely interested in the career potential of my students with whom I work with on a daily basis.

2. Do you have direct responsibilities for any of the plans that were outlined during the workshop? Yes, obviously!

3. What have you done to implement plans outlined during the workshop?

   Career Development Project plans in process.

4. How have your planning activities varied from the original design?

   I am consistently following the original plan.

5. Prior to the workshop, what previous career guidance efforts were you involved in? Three hours of graduate level vocational counseling.

6. To what extent are the priorities which were identified during the workshop being carried out? To a "T"!

7. Are these activities part of a systematic plan submitted for approval to the principal, superintendent, or school board? Yes, absolutely!

8. Was the plan developed during the workshop realistic? Dr. Trione's plan, of course, was realistic, it has been proved.

9. Have there been any barriers to implementing the plan? If so, what? None

10. Are these barriers that can be overcome? None

11. What resources do you have available to assist with program implementation (human or material)? Resources available of course is Dr. Martin, Richard Paulin, Principal and material from the workshop.

12. Has the attitude toward career guidance changed in your school/district since the workshop? Among the participants? Is the relationship between the school and community any different? If so, how has it changed? Absolutely not anything but positive valid attitudes.

13. What is the general attitude of your district and fellow staff toward career guidance? Hopefully the career guidance program will be implemented.

14. What has been done to attach career guidance to the total guidance program? Discussions with counselors within the school system are taking place.

15. What did the workshop do for your local district? What one unique thing occurred as a result of this activity? Counselor Administrator and Jr.-Sr. High teachers have a united front in regard to career education for the first time.

PARENT SURVEYS

Summary

While only four parents were available, there was reasonable concensus and support for Career Development. A scrutiny of the 20 areas suggest that parent support needs more encouragement.

More counselor orientation as to the use of handbooks by parents is deemed necessary. This is where parent groups and counselors should meet independently.

A very positive parental response was their awareness of the increased investigative skills of their children, including increased logic in decision making.

COMPOSITE OF PARENTS

FIELD EVALUATION

POST SURVEY

CAREER DEVELOPMENT PROJECT

Investigator Drs. J. Embree, R. Whittemore Date February 1982

School or Facility Chaparrel, Tonopah, Washoe, Pahranagat

Person Interviewed

Student /_____/ Faculty /_____/ Administrator /_____/ Parent/ XXX /
N=4 Interviewed

Counselor /_____/ Other _____

Item	Very Definitely	Definitely	Not Certain	Negligible	None
1. Are students who participated in the career program at the high school and postsecondary level more persistent in their desire to complete their programs of study than were those enrolled in general/academic programs?		3		1	
2. Did participation in career program at the high school level create a desire in students for postsecondary schooling, especially in a field of study parallel to their high school programs?	1	3			
3. Was the Student Manual used for facilitating self actions of students.	1	1	2		
4. By participating in a career program did students learn to send and receive information in a variety of modes (e.g., written, graphic, oral, etc.) and for a variety of purposes (e.g., to inform, to persuade, to analyze, etc.)	3	1			
5. By providing some sort of career program manual did students develop independence and ability to assume responsibility outside the parental environment?	2	2			

Item	Very Definitely	Definitely	Not Certai	Negligible	None
6. Did participation in a career program provide students with the skills, understanding, and appreciations needed to upgrade or update their occupational competence?	2	1	1		
7. Are present career and vocational programs tied closely to local needs and opportunities, or is the student's future ability to become occupationally mobile limited? (No Opportunity to Implement)			2	1	1
8. Did participation in the career program enable parents to help sound decisions about particular occupations based on their explorations of alternative occupations with the student?	1	2	1		
9. Did participation in a career program produce students training and skills that will enable them to become geographically mobile?	4				
10. Did participation in the career program develop in students a greater awareness of the occupational options available in the work world than in the awareness held by comparable students in no career program?	3	1			
11. Did participation in the career program result in students coming to regard themselves as human resources whose economic value can be increased by selective educational investments?	1	2	1		
12. Did participation in the career program result in women acquiring an attitudinal preparation to obtain and suceed in positions in male-dominated occupations?	1	2	1		
13. As a result of their participation in the career program did students respond well to parents on the level of personal relations since they shared interests in the careers program?	3	1			

	Very Definitel	Definitel	Not Certa	Negligibl	None
14. Did participation in the career programs seem to motivate students to stay on in school?	1	2		1	
15. Did students in the Careers program learn teamwork and leadership skills by pursuing activities with collective goals as training experiences?	2	2			
16. Did students, as a result of participation in careers based on self-expressive activities, showing an exploration of original and/or alternative solutions to problems? (No time to observe		3	1		
17. Did participation in the careers program help students and parents improve their communication skills, e.g., receiving and transmitting messages, receiving and interpreting information, getting a point across to each other?	2	1	1		
18. Was the Careers program successful in involving community leaders as a resource to youth? (Too early in the project.)		1	1	2	
19. Did the establishment of a careers program result in a heightened awareness within the community of the importance of developing human resources? (Too early to determine.)		2		2	
20. Did the existence of a career program in high school detract from attention paid to basic educational subjects as math, reading and writing?					4

JOINT ADMINISTRATOR AND COUNSELOR EVALUATION OF PROJECT

Summary

Counselors and administrators interviewed were in general agreement as to objectives and intent of the career development program. Their responses also suggest their sensitivity to the fact that the program is "new". Time is needed for development. Both groups were in complete agreement that the program in no way conflicted with the curriculum "basics".

The general impression was that parents were supportive. Students showed growth and a sense of independent decision making as their occupational information base increased.

FIELD EVALUATION

POST SURVEY

CAREER DEVELOPMENT PROJECT

Investigator Drs. J. Embree, R. Whittemore Date February 1982

School or Facility Washoe H, Tonopah I, Pahranagat Hi, Chaparrel Hi

Person Interviewed

Student /_____/ Faculty /_____/ Administrator*/XXX/ N=3 Parent /_____/

Counselor /XXX/ N=5 Other _____

Item	Very Definitely	Definitely	Not Certain	Negligible	None
1. Are students who participated in the career program at the high school and postsecondary level more persistent in their desire to complete their programs of study than were those enrolled in general/academic programs?		6 **	2 *		
2. Did participation in career program at the high school level create a desire in students for postsecondary schooling, especially in a field of study parallel to their high school programs?	2 *	4 **	2		
3. Was the Student Manual useful for facilitating self actions of students.		5 **	1 *	2	
4. By participating in a career program did students learn to send and receive information in a variety of modes (e.g., written, graphic, oral, etc.) and for a variety of purposes (e.g., to inform, to persuade, to analyze, etc.)	2 *	5 **	1		

* Represents the opinion of the three principals. Of interest, two principals involved their own children in the project.

Item	Very Definitely	Definitely	Not Certain	Negligible	None
5. By providing some sort of career program manual did students develop independence and ability to assume responsibility outside the parental environment?	3	5 ***			
6. Did participtation in a career program provide students with the skills, understandings, and appreciations needed to upgrade or update their occupational competence?	1	5 ***	2		
7. Are present career and vocational programs tied closely to local needs and opportunities, or is the student's future ability to become occupationally mobile limited?	5 ***	2			1
8. Did participation in the career program enable parents to help make sound decisions about particular occupations based on their explorations of alternative occupations with the student? (Too early to determine)		3 **	4 *	1	
9. Did participation in a career program produce students training and skills that will enable them to become geographically mobile?	5 ***	3			
10. Did participation in the career program develop in students a greater awareness of the occupational options available in the work world than the awareness held by comparable students in no career program?	1	7 ***			
11. Did participation in the career program result in students coming to regard themselves as human resources whose economic value can be increased by selective educational investments?	2	4 ***	2		
12. Did participation in the career program result in women acquiring an attitudinal preparation to obtain and succeed in positions in male-dominated occupations?		3 *	3 *	2 *	

Item	Very De Definitel	Definitel	Not Certa	Negligibl	None
13. As a result of their participation in the career program did students respond well to parents on the level of personal relations since they shared interests in the careers Program?		5 ***	3		
14. Did participation in the career programs seem to motivate students to stay on in school?	1	6 ***	1		
15. Did students in the Careers program learn teamwork and leadership skills by pursuing activities with collective goals as training experiences	2 *	5 **	1		
16. Did students, as a result of participation in careers based on self-expressive activities, showing an exploration of original and/or alternative solutions to problems.	2 *	3 *	3 *		
17. Did participation in the careers program help students and parents improve their communication skills, e.g., receiving and transmitting messages, receiving and interpreting information, getting a point across to each other?	2	4 ***	2		
18. Was the Careers program successful in involving community leaders as a resource to youth? (Not yet)		3 *	3 **	2	
19. Did the establishment of a careers program result in a heightened awareness within the community of the importance of developing human resources? No time to implement	1		7 ***		
20. Did the existence of a career program in high school detract from attention paid to basic educational subjects as math, reading and writing?					8 ***

EVALUATION REPORT FOR NON HIGH SCHOOL SETTINGS

- Dr. Eric Martin
UNLV

UNLV Student Services

Student Services at the University of Nevada, Las Vegas. The Contact person was identified by the principal investigator as Ron Cantagallo, a counselor in the Student Services Program.

The evaluator met with Mr. Cantagallo to talk through the questionnaires and gain basic understanding about Mr. Cantagallo's implementation of the program. The population that Mr. Cantagallo serves is not the target population that the project was designed for. However, the clients that Cantagallo chose to involve in his pilot population differed mainly in that they had been admitted to the University setting. They were prior high school graduates and now freshman or sophomore students who were undecided or uncertain about their current or future career goals.

Because of their age and lifestyle as independently living adults, Mr. Cantagallo's subjects did not involve their parents in the process. Therefore, the following overall comments are made. The material developed by this project were used to enhance and enrich the pre-existing career counseling program. The six students involved were given the change to independently use the Student Manual, including other materials that were provided. Although modifications were made to the program by the project counselor they are precisely the kinds of modifications that one would expect a practicing professional counselor to make, i.e., the incorporation of the new materials into existing resources. Further, the counselor was recommended by the Project Director to do just so.

Jim Bridger Junior High

The initial interview was scheduled with Principal Dick Paulin and Ms. Maurine Neilson. At the time of the initial interview, two students had been selected to participate in the pilot project, but they had not begun the process. Even though the students had not started, the most striking element of the initial interview was the commitment to the implementation of the total program as it was designed. Although the prime target population was junior high students the enthusiasm and commitment and excitement about its implementation, this evaluator concluded that it had been institutionalized. By the time of a follow-up interview, the two students and their parents had been taken through the student manual in home visits. The responses on the questionnaires reflected the results of those meetings. It should also be noted that both the principal and the teached involved saw very little modification of material necessary for the junior high population. In fact, they felt that their efforts would result in a program that could be introduced to the District as a model for all junior highs.

SNDAC

The initial interview was scheduled with Mr. Richard Meyers. A single interview was held with Mr. Meyers. In this interview the evaluator was unable to evaluate the effect of the self directed career package on the career counseling program in that none of the clients identified as being recipients of the program had used the student manual. Mr. Meyers did indicate that the training conducted in the summer was responsible for SNDAC's entire career counseling program. By that time, one third of the client population had participated. Thirty clients had received career counseling. At the time of the evaluation of the unique population, SNDAC was able to implement conceptually, with modifications the training from the project.

Summary Comments

All three of the sites reviewed by this evaluator served populations that were not directly the target population for the grant. The most significant comment that this evaluator can make is how easily the materials and the procedures were adapted to these population extensions. It suggests the flexibility of materials and the system process of career development has multiple application to a variety of human services facilities.

STUDENT TAXONOMIES OF LEARNING

Summary

Data reveals a significant development in Cognitive and Affective behaviors of seventeen students relative to use of career materials and procedures. The compilation reflects those of three independent raters. While they did not visit the same settings, findings suggest a commonality in their observations of students.

For 1st trial order, the evaluators found in the cognitive domain that student functions well except in the area of analysis. This suggests a need for counselor guidance, i.e., directing and familiarizing the student with relationships of data to "job families". Experience has shown that after two to three profile revisions, that this area improves. In the affective domain, the evaluators were in strong agreement (75.5% to 94%). This apparently suggests a commitment and enthusiasm about the process that the students experienced.

STUDENT TAXONOMY OF LEARNING

NOTED IN PROJECT

February 1982

Student N = 17 Interviewed

Site Pahranagat Hi, Chapparel Hi, Washoe Hi, Tonopah Hi, Bridger Jr. Hi, UNLV Couns. Center

Evaluator Dr. R. Whittemore, Dr. J. Embree, Dr. E. Martin

*COGNITIVE BEHAVIORS The student was able to

yes	no	?		
82% 14	1	2	Knowledge	recall specifics and universals to recall methods and processes; recall of a pattern, structure, or setting
94% 16	1	-	Comprehensive	understand what was being communicated, could make use of the cognitive material and related it to other material
75.5% 13	-	4	Application	use of in particular and concrete situations
53% 9	2	6	Analysis	note-the breakdown of cognitive material into its constituent parts; detected relationships of the parts and of the way they are organized.
70.5% 12	2	3	Synthesis	put together elements of cognitive material to form a cogent whole
100% 17	-	-	Evaluation	make judgments about the value of career purpose

AFFECTIVE BEHAVIORS The student had:

yes	no	?		
94% 16	1	-	Receiving	an awareness of, and willingness to receive phenomena or stimuli
75.5% 13	3	1	Responding	sufficient involvement in the subject or activity to produce active commitment
82% 14	1	2	Valuing	an acceptance of, and preference for, career values; a commitment to goal or objective
88% 15	1	1	Organization	a conceptualization and organization of the value of careers
82% 14	1	2	Characterization	took consistent action in accordance with his value system.

* Bloom's Taxonomy

THE STUDENT PROFILE: AN EXAMPLE

Summary

This is a profile of a student done early in March, 1980. He is presently at U.S.C. majoring in Management with excellent grades. His original objective had been to get a job immediately after high school. The Project Director counseled with this student and put him through the process with a graduate student. It's important to present this case since the career development process was being "field tested" at that time. Project findings validated it further.

The "Job Qualification Profile" is of real significance. It's surprising how students become proficient in the use of D.O.T. codes designated in the Aptitude, Interest and Temperament Columns.

The student selects from his Vocational Interests Inventory "high interest occupations (See Counselor Handbook) and Codes them initially from the "Job Grabber". The codes are "matched" in the D.O.T., Ed. IV, 1978. Further occupations are selected. The "Job Grabber" also provides a guide to Interests and Temperaments. These are matched to objective student data and Interest Inventory such as the Strong Campbell and the Work Values Inventory, by Super. Other Instruments may be used for this purpose as long as the rationale for Vocational Interests and Temperaments are not violated. The Counselor Handbook offers other options for tests that any be used.

A code criterion has been formulated:

1. Aptitudes may vary a "plus" or "minus" of one point when matching measured student aptitudes with those associated with occupation.

2. Temperaments and Interest clusters of the client must match at least two of each in an occupation.

   An Example is Chef on the Job Qualification Profile. This is an excellent match.

   Business Services Consultant is a questionable match, thus given low priority.

COUNSELOR-STUDENT
SUMMARY OF TESTING

Intelligence and Aptitude Factors

The subject has excellent abilities and subsequent potential for a number of occupations. He has excellent verbal and number skills.

He has excellent spatials, i.e., seeing two and three dimension tasks appropriately. Digital dexterity and motor skills and co-ordination pose no problem.

The enclosures in this report titled "aptitudes" and "differential aptitudes" should be studied carefully.

Note on the "Job Qualification Profile" sheet that jobs asterisked are the ones that should be given first priority for study.

Interest and Temperament Factors

The client shows a hesitancy about listing pronounced interests. Temperaments, however, are quite distinct. After careful analysis of interests a number of occupations were selected. The majority of these occupations (see asterisks) require at least four years of college or professional training school.

The client's temperament is in the mecantile and management areas. It is suggested that Frank:

- Review job descriptions in the Dictionary of Occupational Titles

- Visit the U.N.L.V. Admissions Office and peruse College and University catalogs that offer training in the aforementioned areas. UNLV does have excellent hotel and management programs presently operative. Visit faculty and discuss details about the programs.

- Libraries also should have current copies of the Occupational Outlook Quarterly. This publication offers projections on the expected need of certain occupations 5-10 years hence. This helps the client in his determinations as to college major and the depth of training that will be required.

VOCATIONAL ASSESSMENT
(STUDENT PROFILE)

TEST DATE March 1980 NAME Frank: Gr. 11

HRS. TESTED 7+ (21 hours of research)

A. Tests Administered (Check those Administered)

I. APTITUDES

(1) Differential Aptitude
2. Multiple Aptitude
3. Others_____

II. INTELLIGENCE

1. (WAIS) (WISC)
2. BINET
(3) Others Symbol (I.Q., 120)

III. PERSONALITY OR TEMPERAMENT

1. Calif. Psych. Inventory
2. Minn. Multi. Persy. Inventory
3. Cal. Test Pers.
4. Psych. Screen Inventory
(5) Other Works Value Inventory

IV. VOCATIONAL INTEREST

1. World of Work
(2) Strong-Campbell
3. Pic Interests
(4) Other Temp Values

V. EDUCATIONAL

(1) Reading
(2) Math
3. Study Skills
4. Other_____

VI. COORDINATION

(1) Purdue Pegboard
(2) Wiggly Blocks
3. Other_____

JOB QUALIFICATIONS PROFILE
OCCUPATIONAL MATCH FROM TEST DATA OF CLIENT

DOT NO. CLIENT DATA	JOB TITLE	G.E.D.[1]	S.V.P.[2]	APT.[3] GVNSPQ	APT.[3] KFM EC	INT.	TEMP.	PHYS
	CLIENT MEASURES	555	---	122223	12223	23456	45780	
186.168	Bank Cashier Mgr.	556	89	123333	44454	256	1459	
189.118	Banker	556	89	112333	44454	256	1459	
020.188	Investment Mgr. or Analyist	555	78	112442	33355	179	490	
258.358	Sales, Advertising	455	567	223233	33352	26	579	
186.118	Insurance Management	556	89	122333	44454	256	1459	
163.118	Sales (Pharmaceutical)	556	789	112333	44454	256	1459	
*187.118	Hotel Management	455	789	123333	44454	256	14579	
186.118	Controller	455	678	121333	44454	256	1459	
090.118	Univ. Financial Aide	455	78	223443	44454	256	14579	
*166.118	Personnel Mgr.	445	78	223444	44455	256	14579	
187.168	General Mgr.	445	78	22333	44555	256	14579	

2. SVP 9= over 10 yrs
8= 4-10 yrs
7= 2-4 yrs
6= 1-2 yrs
5 = 6 mos. to yr
4= 3-6 mos.
3= 1-3 mos.
2= 1 mo.
1= 1 short demo

G.E.D.[1] - General Educational Development
S.V.P.[2] - Specific Vocational Preparation
INT.[4] - Interests - TEMP.[5] - Temperaments
APT.[3] - Aptitudes -

@Limited Temperament & Interest

*Study as First Priority

JOB QUALIFICATIONS PROFILE
OCCUPATIONAL MATCH FROM TEST DATA OF CLIENT

DOT NO. CLIENT DATA	JOB TITLE	G.E.D.[1]	S.V.P.[2]	APT.[3] GVNSPQ	APT.[3] KFM EC	INT.	TEMP.	PHYS.
*313.168	Executive Chef	455	678	112442	44455	253	14590	
110.108	Lawyer	556	7-9	113443	44455	568	5790	
070.151	Sales Engineer	555	78	122124	33355	267	570	
252.258	Sales; Finance-Services	445	456	223233	33353	26	579	
252.358	Sales; Bus. Services	445	456	323233	33355	26	579	
@050.088	Economic Analyst	566	78	112243	44455	678	490	
*165.118	Public Relations	455	678	223333	44454	256	14579	
@169.268	Consult. Bus. Services	555	5-7	221342	44454	29	1450	
165.068	Promotion & Advertising	555	7	113333	44455	2568	4579	

2. SVP
9= over 10 yrs
8= 4-10 yrs
7= 2-4 yrs
6= 1-2 yrs
5 = 6 mos. to yr.
4= 3-6 mos.
3= 1-3 mos.
2= 1 mo.
1= 1 short demo o

G.E.D.[1] - General Educational Development
S.V.P.[2] - Specific Vocational Preparation
INT.[4] - Interests - TEMP.[5] - Temperaments
APT.[3] - Aptitudes -

APTITUDE AND INTELLIGENCE FACTORS

Circle Functional Level

1 (2) 3 4 5 V - VERBAL: Ability to understand meanings of words and ideas associated with them, and to use them effectively. To comprehend language, to understand relationships between words and to understand meanings of whole sentences and paragraphs. To present information or ideas clearly.

1 (2) 3 4 5 N - NUMERICAL: Ability to perform arithmetic operations quickly and accurately.

1 (2) 3 4 5 S - SPATIAL: Ability to comprehend forms of space and understand relationships of plane and solid objects. May be used in such tasks as blue-print reading and in solving geometry problems. Frequently described as the ability to "visualize" objects of two or three dimensions, or to think visually of geometric forms.

1 (2) 3 4 5 P - FORM PERCEPTION: Ability to perceive pertinent detail in objects or in pictorial or graphic material. To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

1 2 3 (4) 5 Q - CLERICAL PERCEPTION: Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proof-read words and numbers, and to avoid perceptual errors in arithmetic computation.

(1) 2 3 4 5 K - MOTOR COORDINATION: Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a move response accurately and quickly.

1 (2) 3 4 5 F - FINGER DEXTERITY: Ability to move the fingers, and manipulate small objects with the fingers, rapidly or accurately.

1 (2) 3 4 5 M - MANUAL DEXTERITY: Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

1 (2) 3 4 5 E - EYE-HAND-FOOT COORDINATION: Ability to move the hand and foot coordinately with each other in accordance with visual stimuli. (Not measured by GATB).

1 2 (3) 4 5 C - COLOR DISCRIMINATION: Ability to perceive or recognize similarities or differences in colors, or in shades or other values of the same color. To identify a particular color, or to recognize harmonious or contrasting color combinations, or to match colors accurately. (Not measured by GATB)

(1) 2 3 4 5 G - INTELLIGENCE: General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.

Key (D.O.T.): 5. Lower 10% 4. Lower 1/3 3. Middle 1/3 2. Upper 1/3
1. Upper 10%

75

VOCATIONAL INTEREST FACTORS

The Interest Factors are associated with job conditions (Encircle those that apply).

1.	Situations involving a preference for activities dealing with Things and objects.	vs.	(6.)	Situations involving a preference for activities concerned with People and the Communication of Ideas.
(2.)	Situations involving a preference for activities involving Business Contact with People.	vs.	7.	Situations involving a preference for activities of a Scientific and Technical nature.
(3.)	Situations involving a preference for activities of a Routine, Concrete Organized nature.	vs.	8.	Situations involving a preference for activities of an Abstract and Creative nature.
(4.)	Situations involving a preference for Working for People for their presumed good as in the Social Welfare sense, or for dealing with People and Language in Social Situations.	vs.	9.	Situations involving a preference for activities that are Nonsocial in nature, and are carried on in relation to Processes, Machines, and Techniques.
(5.)	Situations involving a preference for activities resulting in Prestige or the Esteem of Others.	vs.	10.	Situations involving a preference for activities resulting in tangible, productive satisfaction.

TEMPERAMENT FACTORS

The following twelve factors are defined in terms of situations in jobs that have been judged to be homogeneous with the temperamental adjustment required. (Encircle those that apply).

1. VARCH - Situations involving a variety of duties often characterized by frequent change.

2. REPSC - Situations involving repetitive or short cycle operations carried out according to set procedures or sequences.

3. USI - Situations involving doing things only under specific instruction, allowing little or no room for independent action or judgment in working out job problems.

4. DCP - Situations involving the direction, control and planning of an entire activity or the activities of other.

5. DEPL - Situations involving the necessity of dealing with people in actual job duties beyond giving and receiving instructions.

6. ISOL - Situations involving working alone and apart in physical isolation from others, although activity may be integrated with that of others.

7. INFLU - Situations involving influencing people in their opinions, attitudes, or judgments about ideas or things.

8. PUS - Situations involving performing adequately under stress when confronted with the critical or unexpected or taking risks.

9. SJC - Situations involving the evaluation (arriving at generalizations, judgments, or decisions) of information against sensory or judgmental criteria.

0. MVC - Situations involving the evaluation (arriving at generalizations, judgments or decisions) of information against measurable or verifiable criteria.

X. FIF - Situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint.

Y. STS - Situations involving the precise attainment of set limits, tolerances, or standards.

A. SUMMARY OF TESTING

1. Intellectual and aptitude levels_____

2. Temperament_____

3. Interests_____

4. High and low points of efficiency_____

5. Prognosis vocationally_____

6. Recommendations_____

EVALUATOR SUMMARIES

Summary

The three evaluators independently found positive effects, What was abundantly clear was the leadership exercised by counselor. In some instances, counselors went ahead, despite resistance from faculty or administration. The benefits are unmistakenly clear, precluding the need to pursue this project through the three years as recommended.

EVALUATOR'S SUMMARY OF PROJECT

NIMH AVICTORY CRITERION

Site Visited Chaparral High School Date February 24, 1982

Evaluator J. E. Embree

Were the designated project objectives fulfilled according to the following NIMH criteria (AVICTORY) for project evaluations?

ABILITIES:

1. Were there factors in evidence necessary to expedite change, i.e. budget, manpower, freedom from other priority demands? Yes! Total administrative support and freedom.

VALUES:

2. Were guidance values enunciated. Which were supported by those in the decision making process, i.e., counselor, student, parent, administrator; or others? Yes, parents were far more informed than was anticipated in the short time of this project.

INFORMATION:

3. Was relevant information communicated in the project as to how the Career Guidance system will resolve problems for student/family. Yes, role playing and discussions gave direction to students.

CIRCUMSTANCES OR EVENTS:

4. Are there environmental features or events on the site favorable for the continuance of the project? The teacher involved has continuing enthusiasm. A need is recognized.

TIMING:

5. Is the project progressing at a pace necessary for the eventual acceptance of it into the present administrative system? It is questionable that a large system like Clark County will ever form an organized career approach.

   Is a three year pace acceptable for such implementation? Yes.

OBLIGATION:

6. How are personnel, parents and students committed to the objectives of the project? For the limited community involvement and dedication are high.

RESISTANCES:

7. Are there resistances to change in terms of perceived risks; lack of skills; understanding or necessity of decision making? Not from participants.

YIELD:

8. Is there a yield in terms of perceived benefits of the Career Development system? Three of the five students interviewed might well have been lost without this career concern.

EVALUATOR'S SUMMARY OF PROJECT

NIMH AVICTORY CRITERION

Site Visited Pahranagat High School Date February 22, 1982

Evaluator J. E. Embree

Were the designated project objectives fulfilled according to the following NIMH (AVICTORY) for project evaluations?

ABILITIES:

1. Were there factors in evidence necessary to expedite change, i.e., budget, manpower, freedom from other priority demands? Primarily desire, opportunity and freedom of action were evident.

VALUES:

2. Were guidance values enunciated. Which were supported by those in the decision making process, i.e., counselor, student, parent, administrator; or others? The total staff and student population showed an awareness of career considerations.

INFORMATION:

3. Was relevant information communicated in the project as to how the Career Guidance system will resolve problems for student/family? Career guidance is most essential in this community. All students must leave the community upon graduation due to lack of job opportunity.

CIRCUMSTANCES OR EVENTS:

4. Are there environmental features or events on the site favorable for the continuance of the project? The awareness of the community of the need to leave after graduation makes this a prime location for project continuance.

TIMING:

5. Is the project progressing at a pace necessary for the eventual acceptance of it into the present administrative system? Yes.

   Is a three year pace acceptable for such implementation? Total implementation in three years is a realistic expectation.

OBLIGATION:

6. How are personnel, parents and students committed to the objectives of the project? Need has added impetus to the project; commitment is strong.

RESISTANCES:

7. Are there resistances to change in terms of perceived risks; lack of skills; understanding or necessity of decision making? No, nothing stands in the way of success.

YIELD:

8. Is there a yield in terms of perceived benefits of the Career Development system? Students must be helped to adjust to the need to provide for their own needs outside the community.

EVALUATOR'S SUMMARY OF PROJECT

NIMH AVICTORY CRITERION

Site Visited Washoe High Date February 23, 1982

Evaluator Whittemore

Were the designated project objectives fulfilled according to the following NIMH criteria (AVICTORY) for project evaluations?

ABILITIES:

1. Were there factors in evidence necessary to expedite change, i.e., budget, manpower, freedom from other priority demands? Good budget, excellent manpower (woman power), major responsibilities to this program.

VALUES:

2. Were guidance values enunciated. Which were supported by those in the decision making process, i.e., counselor, student, parent,administrator; or others? This is a strong part of the program - particularly the expertise and commitment of the principal.

INFORMATION:

3. Was relevant information communicated in the project as to how the Career Guidance system will resolve problems for student/family? Yes, well done through multi-media approach.

CIRCUMSTANCES OR EVENTS:

4. Are there environmental features or events on the site favorable for the continuance of the project? Yes, as this program is blended in with other world of work programs.

TIMING:

5. Is the project progressing at a pace necessary for the eventual acceptance of it into the present administrative system? Yes, moving rapidly but diverse sites are a problem.

   Is a three year pace acceptable for such implementation? Yes.

OBLIGATION:

6. How are personnel, parents and students committed to the objectives of the project? Behaviors and spontaneous recommendation to other students in program.

RESISTANCES:

7. Are there resistances to change in terms of perceived risks; lack of skills; understanding or necessity of decision making? No resistance that I could see. All aware of Decision-Making Process.

YIELD:

8. Is there a yield in terms of perceived benefits of the Career Development system? Probably 80% of individuals will complete their share in program. Individual growth is stressed.

EVALUATOR'S SUMMARY OF PROJECT

NIMH AVICTORY CRITERION

Site Visited Tonopah Date February 27, 1982

Evaluator Whittemore

Were the designated project objectives fulfilled according to the following NIMH criteria (AVICTORY) for project evaluations?

ABILITIES:

1. Were there factors in evidence necessary to expedite change, i.e., budget, manpower, freedom from other priority demands? Budget,okay; manpower, limited; priority demands, limit effectiveness.

VALUES:

2. Were guidance values enunciated. Which were supported by those in the decision making process, i.e., counselor, student, parent, administrator; or others? Values clearly enunciated, 1. Necessity of decision making process, 2. Adequacy of materials and concepts.

INFORMATION:

3. Was relevant information communicated in the project as to how the Career Guidance system will resolve problems for student/family? Yes, but the program is generally "housed" in school.

CIRCUMSTANCES OR EVENTS:

4. Are there environmental features or events on the site favorable for the continuance of the project? Enthusiastic counselor, new jobs and increase in sophistication of community requirements.

TIMING:

5. Is the project progressing at a pace necessary for the eventual acceptance of it into the present administrative system? School is crowded but this program appears to have priority.

   Is a three year pace acceptable for such implementation? Yes.

OBLIGATION:

6. How are personnel, parents and students committed to the objectives of the project: Quite well, not so much in verbalization, but willingness and even eagerness to get into the program.

RESISTANCES:

7. Are there resistances to change in terms of perceived risks; lack of skills; understanding or necessity of decision making? None noted.

YIELD:

8. Is there a yield in terms of perceived benefits of the Career Development system? Probably 80% of students involved will finish exploration.

EVALUATOR'S SUMMARY OF PROJECT

NIMH AVICTORY CRITERION

Site Visited UNLV (Student Series) Date February 1982

Evaluator G. E. Martin

Were the designated project objectives fulfilled according to the following NIMH criteria (AVICTORY) for project evaluations?

ABILITIES:

1. Were there factors in evidence necessary to expedite change, i.e., budget, manpower, freedom from other priority demands? The budget and manpower were adequate. There were no other pressing priority demands.

2. VALUES:

   Were guidance values enunciated. Which were supported by those in the decision making process, i.e., counselor, student, parent, administrator; or others? Yes, counselor and student.

INFORMATION:

3. Was relevant information communicated in the project as to how the Career Guidance system will resolve problems for student/family? Yes.

CIRCUMSTANCES OR EVENTS:

4. Are there environmental features or events on the site favorable for the continuance of the project? Continuance of the project at this time is favorable.

TIMING:

5. Is the project progressing at a pace necessary for the eventual acceptance of it into the present administrative system? No, at this time we do not know whether our counseling program will be in existence after May, 1982.

   Is a three year pace acceptable for such implementation? Yes, if we are going to be here.

UNLV (Student Series)

OBLIGATION:

6. How are personnel, parents and students committed to the objectives of the project? N/A.

RESISTANCES:

7. Are there resistances to change in terms of perceived risks; lack of skills; understanding or necessity of decision making: N/A.

YIELD:

8. Is there a yield in terms of perceived benefits of the Career Development system? Yes, by the counselor.

EVALUATOR'S SUMMARY OF PROJECT

NIMH AVICTORY CRITERION

Site Visited Jim Bridger Jr. High Date February 1982

Evaluator E. Martin

Were the designated project objectives fulfilled according to the following NIMH criteria (AVICTORY) for project evaluations? Yes.

ABILITIES:

1. Were there factors in evidence necessary to expedite change, i.e., budget, manpower, freedom from other priority demands? Yes.

VALUES:

2. Were guidance values enunciated. Which were supported by those in the devision making process, i.e., counselor, student, parent, administrator or others? Yes.

INFORMATION:

3. Was relevant information communicated in the project as to how the Career Guidance system will resolve problems for student/family? Yes.

CIRCUMSTANCES OR EVENTS:

4. Are there environmental features or events on the site favorable for the continuance of the project? Yes.

TIMING:

5. Is the project progressing at a pace necessary for the eventual acceptance of it into the present administrative system? Yes.

   Is a three year pace acceptable for such implementation? Yes.

OBLIGATION:

6. How are personnel, parents and students committed to the objectives of the project? Co-operative.

RESISTANCES:

7. Are there resistances to change in terms of perceived risks; lack of skills; understanding or necessity of decision making? No.

YIELD:

8. Is there a yield in terms of perceived benefits of the Career Development System? Yes.

CREATIVE PROJECT EXTENSIONS BY COUNSELORS

Of interest are the Chapparal High ROTC Unit and Washoe High School efforts who went up and beyond the project objectives.

1. The ROTC Unit Counselor devised an individualized method for students and their families. He took the workshop experience and "translated" it into a focus for vocational opportunities within the military services. In particular, he emphasized small group critique sessions among the students.

2. The Washoe High School Counselors (See Table 2) presented a planning format that's being implemented. Table 2 and the following remarks are those of the Washoe High School personnel which the Project Director believes should be shared.

VOCATIONAL/CAREER DEVELOPMENT IMPLEMENTATION

Philosophical Statement

"Give a person a fish and he'll eat for a day. Teach a person to fish and he'll eat for a lifetime".

Prior to making any occupational or career decisions, the students should be exposed to occupational and career opportunities, particularly their requirements and characteristics. Students should be involved in on-site explorations of careers, occupations, and post-secondary training sites to gain first-hand knowledge of these opportunities.

Students should be able to adapt and adjust to the changes in society which affect their work as well as their lives. Flexibility, inter-personal communication skills, decision-making skills, problem-solving skills and thinking skills are all areas of learning that need to be stressed if students are going to experience success. Productivity, responsibility, self-discipline, perserverance, time management, and self-sufficiency are also qualities that our students must develop. Our goal of preparing students for work requires merging teaching and counseling to bring about these skills and qualities.

Methodology

The flowchart represents Washoe High School's model for implementing career development.

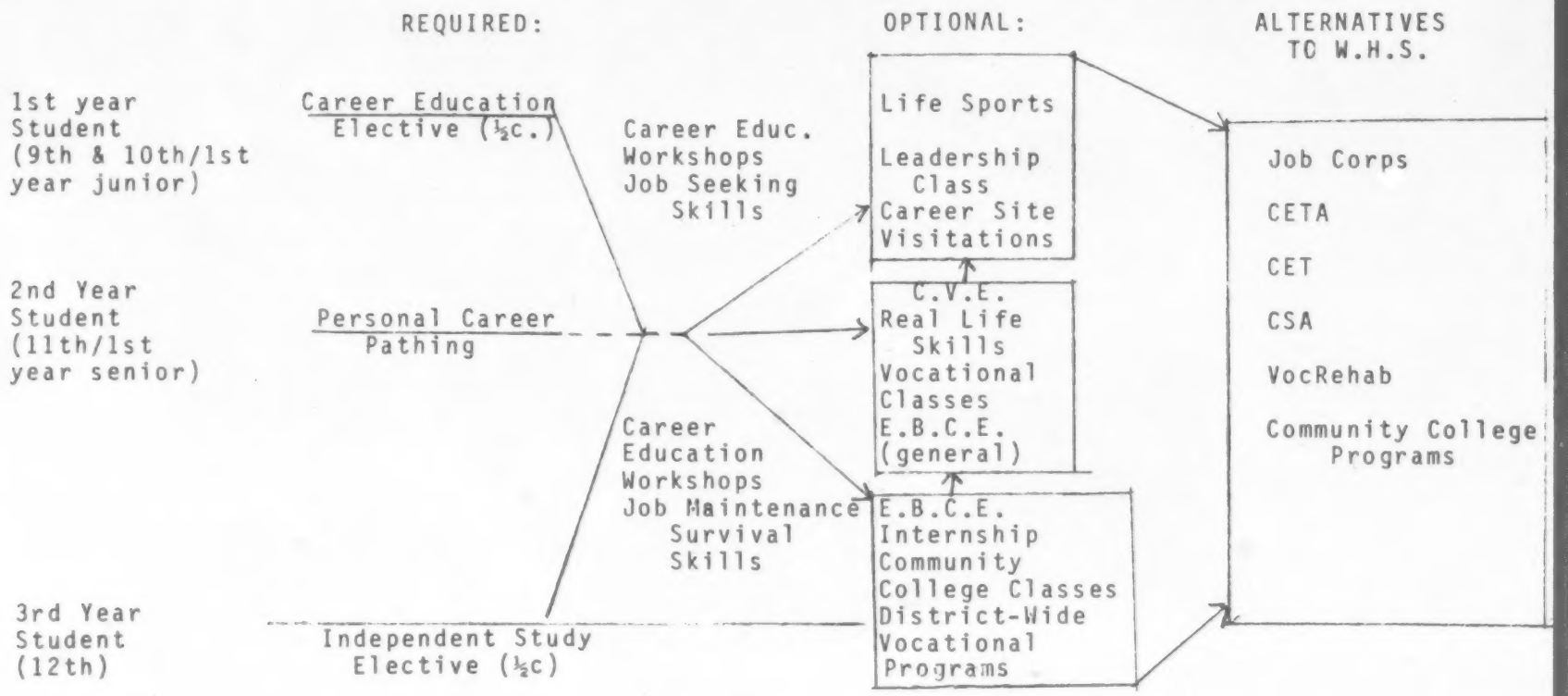
1. AWARENESS: Information-Delivery and Pre-Vocational Skills

   The first year student at Washoe High School (9th and 10th grade) will be involved in acquiring basic academic skills as well as being involved in the first step of their vocational and career development at Washoe High. Step one is designed as an "Information Delivery" program in that it will attempt to expose students to various career clusters, job titles, types and settings for vocational choices, as well as resources

   Programs available to students for elective credit and/or classroom participation include:

   1) Career Exploration/Search
   2) Classroom Career Education Workshops
   3) Cooperative Vocational Education
   4) Experienced Based Career Exploration

TABLE 2: VOCATIONAL DEVELOPMENT PROGRAM
WASHOE HIGH SCHOOL
81-82



Vocational Steering Committee:
Vocational Planner/Facilitator: Carolyn Tift
Counselor Coordinator: Debby Loesch-Griffin
Personal Career Pathing: Janet Wright
Career Education: Carolyn Wenster
CVE: Erin Sullivan
Vocational Instruction: Jean Casey
Community College: TMCC Rep.
District Vocational Coordinator: Roger Meams (consulting)

SELF-APPRAISAL: Developing an accurage concept of self in relation to the world of work.

The second year student at Washoe High School, in Step II, will understake an extensive self-examination with their counselor's guidance, and develop a Career Profile of vocational characteristics and qualifications.

At this second step students will also be encouraged to begin their own career exploration through part or full-time work experience, fieldtrip visitations, interviews, and/or vocational classes. The programs which will involve students in actual career exploration are as follows:

1) Cooperative Vocational Education
2) Experienced Based Career Exploration
3) Evening Business classes, shop classes, etc.
4) Truckee Meadows Community College seminars, classes
5) Career Site Visitations

ACTION-PLANNING: To effectively implement one's career choice and to be able to achieve success in the pursuit of one's career goals.

Step III student is to actively engage in some form of vocational preparation and provide practical experience in terms of hands-on approach to the career field they have previously acquired information about. The programs which best provide this type of experience are:

1) E.B.C.E. General and/ or Internship
2) Cooperative Vocational Education
3) Advanced vocational classes
4) Truckee Meadows Community College
5) Independent Study Elective
6) Family Consultation with Counselor

DISSEMINATION PLAN

Dissemination of this report including resource materials (Counselor and Student Manuals, Student Profile Form and Evaluation Forms) is recommended for the following:

1. Superintendent of Instruction, State of Nevada.
2. All County Superintendents in the State of Nevada.
3. To Student Services of Colleges, particularly the Community Colleges.
4. To High School Principals in the State of Nevada.
5. To Vocational and Guidance Counselors.
6. Boards of Education.
7. Service Clubs identified as having an interest in the vocational guidance of youth.

Other forms of dissemination can include:

1. Use of Project Counselors to other schools for planning and sharing their expertise.
2. Use of Consultants expertise from the Vocational Education Research Unit-University of Nevada, Las Vegas, NV.

REFERENCES AND RESOURCE MATERIALS

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Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

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